



**LEVEL 3 DIPLOMA IN
CREATIVE & PERFORMING ARTS**

Pathways

ACTING

or

DANCE

or

MUSICAL THEATRE

KEY FEATURES OF THE COURSE:

The Level 3 Diploma and Extended Diploma in Creative and Performing Arts equip learners with the skills, knowledge and understanding for entry to employment in the creative and performing arts industries or progression to further study at a higher level. The qualifications aim to offer practical, structured learning with the flexibility to specialise in different disciplines directly relevant to employment within the creative and performing arts industries, including dance, acting and musical theatre.

CONTENT COVERED

All learners take an externally assessed core unit (Performance Preparation), which requires them to work to a brief, set by industry practitioners (employers) specific to the area of specialism. Learners taking the Extended Diploma take a second externally assessed core unit (Final Production), also with a brief set by industry practitioners. In addition, all learners take an internally assessed core unit (Planning a Career in the Creative Sector) together with 5 optional units from within their chosen pathway, that will develop their acting skills and related contextual, historical and theoretical understanding.

Learners apply a range of skills, knowledge and understanding in preparation for employment/further study. For example, units produce learners with knowledge and understanding of advanced concepts such as the style and context of performance genres, audition techniques, planning, repertoire, rehearsal schedules, the nature of performance, collaborating with others, health and safety. Technical requirements and reviewing/analysis of performances, and a solid grounding of practical, technical skills that will prepare them for employment or be developed in further studies. Core units also enable learners to make connections between units, combining elements of their learning through requiring them to demonstrate understanding and skills developed in the optional units.

Learners must undertake 7 units in total, below are units from the acting pathway

UNITS	Unit Code & Title	Total
External Core	304 Performance Preparation	300
Internal Core	306 Planning for a Career in the Creative & Performing Arts	150
Optional Unit	307 Acting for Camera	100
Optional Unit	311 Audition Techniques (Acting)	100
Optional Unit	313 Contemporary Theatre	100
Optional Unit	309 Ancient Greek and Roman Theatre	100
Optional Unit	314 Drama in the Community	100
Optional Unit	315 Elizabethan and Jacobean Theatre	100
Optional Unit	310 Approaches to Acting	100
Optional Unit	321 Working with Masks or Puppetry	100
Optional Unit	320 Vocal Techniques – Acting	100

ASSESSMENT

Externally assessed core units include timed assessment under controlled conditions based on assignments set by employers from the creative and performing arts industry, and are marked by RSL. The remaining units are internally assessed. Learners must pass the core units (2 in the Diploma and 3 in the Extended Diploma) and sufficient optional units.

There are four bands of assessment: Pass, Merit, Distinction and Distinction*, as well as an unclassified band for each unit.

External moderation of internally assessed units ensures that all assessments are carried out to the same standard by objective sampling and re-assessment of learners' work. External Moderators are appointed, trained and standardised by RSL.

CaPA Qualifications

Unit Code: CAPA304E

Unit Title: Performance Preparation – Core unit, External

Level: 3

TQT/GLH: 300/180

Credit Value: 30

COMPULSORY External exam – EXAMPLE – The scenario differs from year to year

Effective planning, rehearsing and collaborating with others is vital to the success of performance productions. The skills and knowledge outlined in this unit apply to performers, creators and learners wishing to focus on business/production. Auditioning/interviewing for particular roles is also a necessary part of being involved in the performing arts. The process can be nerve-wracking, so the more a learner can understand the techniques, forms and accepted procedures, together with the development of analytical and strategic thinking skills, the easier it becomes. This unit will provide learners with a wide range of techniques that will be very useful for those who seek to work in the music industry in a number of different roles.

This unit prepares learners for participation as performers/technicians/managers in a performance production by developing their understanding of the styles and contexts of performance genres, exploring and developing a range of skills and techniques required for auditions/interviews for roles in performance productions as well as developing their planning and rehearsal skills in collaboration with others.

Through completion of this unit, the learner will:

1. Understand the style and context of contrasting performance genres
2. Understand how to audition for a performance
3. Collaborate with others to develop the plan for an integrated production

The learner can:

- 1.1 Describe the style and context of two contrasting performance genres
- 1.2 Observe and review the productions of two contrasting performance genres
- 1.3 Compare and contrast the style and context of the two contrasting performance genres
- 2.1 Explain how they would prepare to audition/interview for a specific role in a performance production
- 2.2 Use a range of techniques, including those developed through their optional units, to audition/interview for a specific role in a performance production
- 2.3 Evaluate the audition/interview in terms of strengths and areas for improvement
- 3.1 Work with others to develop a plan for a collaborative production
- 3.2 Develop a rehearsal schedule for the performance
- 3.3 Contribute to regular rehearsals for the performance
- 3.4 Make suggestions for modifications to the performance based on rehearsals and feedback from others

CaPA Qualifications Unit Code: CAPA306

Unit Title: Planning for a Career in the Creative & Performing Arts – Internal Core

Level: 3

TQT/GLH: 15/90

Credit Value: 15

COMPULSORY INTERNAL UNIT

The ability to manage a career through careful planning - combined with a thorough knowledge of the professional landscape and the opportunities available within it - will substantially increase the potential for individuals to have a range of robust career options available to them. On a more specialist level, in order to develop professionally and to increase one's marketability and employability, the individual must understand what is needed to facilitate the development of appropriate knowledge and skills and the timescales involved in the process.

This unit should act as a career development unit, which is driven by activity and content from the learners' other units in the course. As learners undertake activity and learning they will develop skills and understanding of the sector. The unit should focus them on one particular area within the industry in which they are interested and then identify roles within the sector that they might undertake, or wish to undertake. From here an analysis of skills required for each role and the personal attributes required can be analysed in order to enable the learner to evaluate their own skills and attributes in line with the role.

AIMS: The purpose of the learning assessed in this unit is to familiarise learners with the processes associated with effective career planning. The aim of the unit is to provide opportunities to align/link their overarching career aims with the opportunities provided within the course, defining the way the learner engages with their learning.

REQUIRED TASKS AND EVIDENCE

The learner can:

1.1 Use professional (tutor, mentor, industry specialist etc.) feedback and guidance to create a learning and skills development plan that contains the following:

- a. An assessment of current knowledge and skills
- b. An overview of current aspirations and goals
- c. An assessment of knowledge and skills required to attain the goals
- d. A schedule for on-going review of progress towards goals

2.1 Assess the potential for progress into two roles in the creative and performing arts industries, (relevant to their identified goals), evaluating their suitability for each role through an analysis of:

- a. Current skills and required skills for the role
- b. Accepted routes into the role
- c. Availability of the role
- d. Competition for the role

2.2 Devise and explain personal strategies to generate revenue from each area of work identified in 2.1 and how they may be combined or used independently, to produce a sustainable income

2.3 Create a range of materials (e.g. CV, business proposal, pitch to a given brief) that will support their strategies to generate income

CaPA Qualifications

Unit Code: CAPA311

Unit Title: Audition Techniques (Acting) – Internal

Level: 3

TQT/GLH: 100/60

Credit Value: 10

The ability to audition successfully is a fundamental part of working as a performer. This includes not only the audition itself, but also developing successful strategies for preparation, organisation and time management to ensure that the audition runs smoothly and that the individual can be at their best. Audition techniques can also be applied more widely to interviews in the workplace where the ability to prepare and deliver a good interview relies on good planning and organisation as much as the techniques involved.

The aim of this unit is to introduce learners to audition techniques. The purpose of this unit is for learners to develop practical skills in the techniques for auditioning in the performing arts.

Through completion of this unit, the learner will:

- 1.** Demonstrate effective audition techniques by demonstrating that

The learner can:

- 1.1** Select two short audition speeches appropriate for presentation in an audition context
- 1.2** Perform the two audition speeches, including:
 - a. An introduction for each, clarifying of title of the play, author and character performed
 - b. Effective use of vocal skills
 - c. Effective use of stagecraft
- 1.3** Respond to suggestions to change the presentation of an audition speech
- 1.4** Perform a short improvisation using appropriate vocal skills, movement and use of space
- 1.5** Sight-read text from a play with minimal preparation
- 1.6** Sing an unaccompanied song in character using physical and vocal expression
- 1.7** Demonstrate a confident and articulate presentation of 'self' in a short interview

CaPA Qualifications

Unit Code: CAPA320

Unit Title: Vocal Techniques (Acting) – Internal

Level: 3

TQT/GLH: 100/60

Credit Value: 10

The ability to speak clearly and expressively is fundamental in the theatre and entertainment/communications industries as well as more widely in employment through the ability to present and communicate information to others. The development of appropriate vocal techniques is key for performers as it supports the ability to speak audibly, clearly and expressively using appropriate breath support, resonance and timing.

The aim of this unit is for learners to develop vocal skills and techniques to use their voices effectively in the media.

The purpose of this unit is for learners to work towards the creation of voice-overs, commentaries and broadcast material using the voice.

Through completion of this unit, the learner will be able to:

1. Understand how to use vocal techniques for a variety of media
2. Use appropriate vocal techniques

The learner can:

- 1.1 Describe a range of vocal techniques that can be used for a variety of media
 - 1.2 Produce scripts for the media sources, showing an understanding of the nature of the chosen media
 - 1.3 Explain how they plan to use vocal techniques
 - 2.1 Use diction, appropriate voice projection, expression of character and synchronisation of speech in recordings
 - 2.2 Evaluate the success of the performances, identifying strengths and areas for further development
- Through completion of this unit, the learner will be able to:
1. Understand how to use vocal techniques for a variety of media
 2. Use appropriate vocal techniques

CaPA Qualifications

Unit Code: CAPA315

Unit Title: Elizabethan or Jacobean Theatre – Internal

Level: 3

TQT/GLH: 100/60

Credit Value: 10

Though Shakespeare dominates this period of theatre history, there were many other dramatists of note between 1580 and 1625, together with innovative development in theatre construction with auditoria both open to the skies and intimately indoors. There are now numerous opportunities to encounter productions of plays from this period, both in their traditional form and in more contemporary settings. Reproductions of theatres of the period exist on London's Bankside with two auditoria at Stratford upon Avon. A wealth of material can be accessed easily via Shakespeare's Globe, the Royal Shakespeare Company and the National Theatre. The rich heritage of this period has a significant influence on contemporary acting practice.

The aims of this unit are to develop skills, knowledge and understanding of performing plays of the Elizabethan or Jacobean Theatre.

The purpose of this unit is for learners to work towards the performance of two contrasted scenes from one of the eras.

Through completion of this unit, the learner will be able to:

- 1.** Perform contrasted scenes from Elizabethan or Jacobean Theatre
- 2.** Evaluate their performances

The learner can:

- 1.1** Perform two contrasted scenes from either Elizabethan or Jacobean Theatre, including:
 - a. An introduction to the scenes, naming the playwright and setting the context
 - b. A soliloquy dating from their chosen period
 - c. Suitable use of costume
 - d. Suitable use of staging
 - e. Appropriate vocal and physical techniques
 - f. Demonstration of awareness of the relevant stylistic and genre characteristics in relation to their performed work
- 2.1** Evaluate their own work and respond appropriately to feedback

CaPA Qualifications

Unit Code: CAPA313

Unit Title: Contemporary Theatre – Internal

Level: 3

TQT/GLH: 100/60

Credit Value: 10

Contemporary theatre is a broadly encompassing term for performances which include West End productions, touring theatre productions and any other performances that might be considered “contemporary” by audiences.

Actors need to understand how contemporary theatre works and the range of opportunities involved within it, including the business as well as the creative side of theatres and performances.

The aim of this unit is to introduce learners to the concepts of contemporary theatre.
The purpose of this unit is for learners understand how contemporary theatre works.

Through completion of this unit, the learner will:

1. Understand the factors that underpin the practice and performance of contemporary theatre companies

The learner can:

1.1 Compare and contrast the business practices and performances of two contemporary theatre companies

1.2 Analyse the factors that will influence one of the companies’ performance using a SWOT analysis

1.3 Present their findings using appropriate supporting evidence and resources

CaPA Qualifications

Unit Code: CAPA320

Unit Title: Vocal Techniques (Acting) – Internal

Level: 3

TQT/GLH: 100/60

Credit Value: 10

The ability to speak clearly and expressively is fundamental in the theatre and entertainment/communications industries as well as more widely in employment through the ability to present and communicate information to others.

The development of appropriate vocal techniques is key for performers as it supports the ability to speak audibly, clearly and expressively using appropriate breath support, resonance and timing.

The aim of this unit is for learners to develop vocal skills and techniques to use their voices effectively in the media.

The purpose of this unit is for learners to work towards the creation of voice-overs, commentaries and broadcast material using the voice.

Through completion of this unit, the learner will be able to:

1. Understand how to use vocal techniques for a variety of media
2. Use appropriate vocal techniques

The learner can:

- 1.1 Describe a range of vocal techniques that can be used for a variety of media
- 1.2 Produce scripts for the media sources, showing an understanding of the nature of the chosen media
- 1.3 Explain how they plan to use vocal techniques
- 2.1 Use diction, appropriate voice projection, expression of character and synchronisation of speech in recordings
- 2.2 Evaluate the success of the performances, identifying strengths and areas for further development

CaPA Qualifications

Unit Code: CAPA309

Unit Title: Ancient Greek and Roman Theatre – Internal

Level: 3

TQT/GLH: 100/60

Credit Value: 10

Theatre has its origins in Ancient Greece. Most of the major concepts of Theatre can be traced back to Ancient Greek plays and their mode of performance. Contemporary theatre companies continue to re-translate and produce drama from Ancient Greece and the investigations of surviving theatre buildings are an essential part of the Heritage industry. Roman theatre adopted many of the concepts from Ancient Greece to create its own theatre tradition. The study of these periods is applicable not only to the performing arts but also more widely in the creative industries in areas such as Heritage and also more widely in the Education and Tourism industries.

The aims of this unit are for learners to develop knowledge, understanding and skills in Ancient Greek and Roman theatre. The purpose of this unit is to work towards performances of tragedy and comedy.

Through completion of this unit, the learner will:

1. Understand stylistic and genre characteristics of Ancient Greek and Roman Theatre
2. Perform a lead role in two scenes from Ancient Greek and Roman Theatre
3. Understand their own strengths and areas for development

The learner can:

- 1.1 Explain relevant stylistic and genre characteristics of Ancient Greek and Roman Theatre
- 2.1 Perform the lead role in two scenes (one of which must include a substantial monologue/speech):
 - a. A Greek or Roman tragedy
 - b. A Greek or Roman comedy
- 2.2 Introduce each scene, naming the playwright(s) and setting the context.
- 2.3 Use appropriate staging
- 2.4 Use appropriate approaches to text
- 2.5 Use appropriate costumes and equipment
- 2.6 Use effective choreography and vocal work
- 2.7 Communicate effectively with other performers and the audience
- 2.8 Work with due regard to health and safety
- 3.1 Evaluate their performances, identifying strengths and areas for improvement

CaPA Qualifications

Unit Code: CAPA310

Unit Title: Approaches to Acting – Internal

Level: 3

TQT/GLH: 100/60

Credit Value: 10

The idea that acting can be systematically studied and taught is a relatively new one. However, from the early years of the twentieth century onwards a number of ‘systems’ have been introduced by leading practitioners and these have become the basis for much of the work in theatre/drama schools and University drama departments. Understanding the principles that lie behind some of these seemingly contradictory approaches to the task of acting is highly desirable if learners are to comprehend the environment they wish to enter. Directors, actors, designers, critics playwrights and other theatre professionals may use terminology and concepts drawn from the major systems and approaches to acting and it is essential that young, potential actors draw upon and discover these in order to develop their own, distinctive way of working.

The aims of this unit are:

1. To introduce learners to different approaches to acting
2. To enable learners to incorporate ideas taken from one of these into their own performances

The purpose of this unit is to enable learners to develop understanding of different approaches to acting and to gain practical experience of these approaches through performance.

Through completion of this unit, the learner will:

1. Understand the basic principles of four major systems of acting
2. Understand the content and application of one of these systems
3. Be able to evaluate their performance

The learner can:

- 1.1 Describe the basic principles of four major acting systems
- 2.1 Act a scene or scenes from a play drawn from one of the acting systems, including
 - a. An introduction to the scene, explaining how they will incorporate the approaches of their chosen system
 - b. Demonstration of acting skills drawn from their chosen system
- 3.1 Evaluate the performance, distinguishing between strengths and areas requiring further development

CaPA Qualifications

Unit Code: CAPA342

Unit Title: Ensemble Music Performance – Internal

Level: 3

TQT/GLH: 100/60

Credit Value: 10

Performing with other musicians is a particular performance skill that all contemporary professional musicians will have to master. During their career, most musicians are likely to play in more than one band, group or ensemble. In addition, session musicians will have to play with diverse groups of musicians on a regular basis and therefore develop this style of performance. Playing with others requires an awareness of other instruments, performers, parts, timbres, harmonies and rhythms in order to bring the performance together as a coherent whole. It also requires an understanding of the rehearsal process and working together as a team to develop and master a performance. Through studying how ensembles work together, establishing effective communication and rehearsal and understanding the ways in which instruments/voices work and blend together, learners will develop an important skill for their future careers.

This unit aims to develop learners' skills as musicians through practically rehearsing and performing within an ensemble. By reflecting on progress and developing strategies for managing ensemble rehearsal and performance, learners should gain strategies for working within ensembles in their future careers.

Through completion of this unit, the learner will:

1. Be able to prepare effectively for an ensemble performance
2. Be able to select an appropriate set list for an ensemble performance to an audience
3. Be able to reflect on the performance in order to develop for future performances

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The learner can:

- 1.1 Actively contribute to the agreement of a schedule and timeline for rehearsal
- 1.2 Assess the rehearsal process, clearly identifying areas of progress and for development
- 1.3 Explain how each individual could be developed within the ensemble
- 2.1 Liaise with the ensemble to make appropriate musical choices
- 2.2 Create a varied set list, taking into account audience expectations
- 3.1 Perform in an ensemble to an audience
- 3.2 Analyse the performance and comment on key features

CaPA Qualifications

Unit Code: CAPA344

Unit Title: Music in Theatre and Dance - Internal

Level: 3

TQT/GLH: 100/60

Credit Value: 10

The wealth of opportunities for those who create, write and develop music extends far beyond commercial songwriting and synchronisation into the world of theatre and dance, where music is required as an integral part of the art form.

Composers who are able to adapt their craft to consider live theatre and dance performance not only afford themselves greater opportunities for their work to be heard but also to make creative links into other art forms, providing music that allows other creative forms a mode of expression. Composing music for theatre and dance allows the composer to showcase, explore and develop a variety of styles and genres in order to meet the narrative and/or expressive needs of another art form.

This unit aims to extend the composition skills of learners to include live theatre and dance performances by allowing them the opportunity to explore other art forms and the music that accompanies it to give it meaning. Through exploring the ways in which music complements other art forms, learners can diversify their portfolio of composition and make wider links within the creative industries.

Through completion of this unit, the learner will be able to:

1. Understand the function and effect of music on the meaning and context of dance and theatre performance
2. Create a portfolio of music for dance or theatre performance

The learner can:

- 1.1 Analyse the music of a particular theatre or dance piece and:
 - a. Define the meaning that the music brings to the piece
 - b. Identify the function and effect of the musical devices used in the piece
- 2.1 Produce musical fragments for a specific dance or theatre performance piece, including:
 - a. A variety of musical ideas
 - b. A range of techniques showing creative understanding of forms, devices and context appropriate to the style/genre
- 2.2 Reflect on the techniques and functions behind the compositional choices made for a specific dance or theatre piece

CaPA Qualifications

Unit Code: CAPA 351

Unit Title: Solo Music Performance – Internal

Level: 3

TQT/GLH: 100/60

Credit Value: 10

Any aspiring professional musician will need to learn a variety of performance skills. Playing solo to an audience is a particular ability that places the responsibility for entertainment, musicianship, performance and communication entirely on the individual. It is therefore a core competency in the professional musician's portfolio. Beyond just performing effectively, solo artists need to think about the other musicians, technical crew, performance, equipment, the expectations of the audience, musicianship, quality and variety in the set and the practice and rehearsal schedule it takes to get to the final performance itself. Although solo performance can be daunting, regularly having the opportunity to perform solo in front of an audience can help hone technique, expression and stage presence in order that high quality performance, and the practice required to get there, becomes second nature. Reflecting on performances is also a useful tool – as musicians can see themselves through the audience's eyes and learn more about how to develop their performance style to continually improve and grow in confidence.

The aim of this unit is to give learners the opportunity to explore all the skills required to perform live to an audience. From practising and selecting repertoire to the performance itself and the reflection required post-performance to ensure continual development as musicians. By undergoing the process of preparing for a live solo performance, learners will have the opportunity to experience the variety of activities and skills required to bring a performance together.

Through completion of this unit, the learner will:

1. Be able to create and deliver an effective rehearsal schedule in order to prepare for a solo performance
2. Be able to select appropriate set list for a solo performance to an audience
3. Present a solo performance to an audience
4. Be able to reflect and analyse the performance in order to develop technique, performance skills and confidence

The learner can:

- 1.1 Create a detailed rehearsal schedule with goals and deadlines
- 1.2 Set an appropriate performance date and explain how to leave adequate preparation and rehearsal time
- 1.3 Describe how they intend to develop individually as a performer through rehearsal
- 1.4 Carry out the rehearsal schedule over a sustained period
- 2.1 Create a varied set list that shows consideration of audience expectations
- 3.1 Perform a set, showing:
 - a. Accurate and creative musical interpretation
 - b. Security of notes and rhythms
 - c. Consistent and appropriate tempo
 - d. Continuity and prompt recovery from any slips
 - e. Communication with the audience
 - f. A professional approach to the performance
- 4.1 Identify areas of success and continuing areas for development.
- 4.2 Analyse the performance and comment on key features, incorporating audience feedback

CaPA Qualifications

Unit Code: CAPA324

Unit Title: Choreography – Internal

Level: 3

TQT/GLH: 100/60

Credit Value: 10

The ability to compose and choreograph dance is an essential skill for dance. Whether a teacher, dancer or choreographer, working in dance in the community or in dance health the ability to understand how to structure, link and choreography movement will support any individual's practice. An understanding of dance composition and choreography also supports an individual's ability to understand and appreciate dance performance at a more complex level. This unit can prepare the learner for a range of careers in dance. Choreographic principles also nurture an individual's ability to manage the space and environment around them, enhancing social and organisational skills.

The aim of this unit is to develop the learner's understanding of dance composition and choreographic principles and apply them to the process of creating, rehearsing and bringing to performance a dance work. The purpose of this unit is to enable the learner to further understand and apply a range of principles and approaches to choreography and how they can use dramatic effect and music to influence and inspire dance creation.

Through completion of this unit, the learner will be able to:

1. Choreograph a dance
2. Rehearse the dance and bring it to performance
3. Understand the process of choreographing and performing dance

The learner can:

- 1.1 Choreograph a dance which:
 - a. Is inspired by a suitable piece of music, literature or art
 - b. Includes a range of compositional tools and devices, including theme and variation
 - c. Demonstrates movement motif and its development
 - d. Is set at a suitable level of technique for the dancer(s) performing it
 - e. Shows sensitivity to the material and the performers
- 2.1 Rehearse and bring the dance to performance showing:
 - a. Management and scheduling of the rehearsal process
 - b. An understanding of the needs of the performers
 - c. Application of safe dance practice throughout the performance
 - d. The ability to work with others sensitively
- 3.1 Reflect on the challenges of devising and bringing the choreography to performance
- 3.2 Explain how they managed performance scheduling and timings
- 3.3 Discuss the ideas and motivation behind each piece of choreography
- 3.4 Evaluate the strengths in the work and changes that they would make to their process in the future

Summer Task

In preparation for Unit CAPA306 – Planning for a career in the performing arts

A key area of this course is to develop learners into future employees who have a host of skills, know their skills and can identify how to develop these skills.

Research:

Different job roles within the performing arts industry, encompass all roles, not just performing.

Evidence:

Create a chart or power point with different roles within the industry and list:

What the job involves

Qualifications needed

Ways to get into these careers – Courses you can take, experience necessary.

Next – Consider which of these roles most interests you and why.

Conduct a personal skills analysis –

Evidence

STRENGTHS: Which skills do you already have relevant to the job? Include current qualifications/work experience/voluntary work/extra curricula participation.

WEAKNESSES: Identify which areas you need to develop?

OPPORTUNITIES:

How will you be able to do this? (The course can develop these skills, make valid suggestions, for example, if several learners wish to work in stage makeup, we would provide a workshop on this to support your skills development and meet a skills need).

Create an action plan – with dates through the academic year showing where, when and how you can develop these areas. (Look at some of the units contained in this booklet, they may have relevance to your chosen path, you can state the unit name and number if this will support your skills development).

THREATS: Is there anything that could become an obstruction to this? What difficulties could you come across?

This is a **SWOT** analysis.

This work is to be completed over the summer break; you will present your information to the class in September.